

Capitalizing Important Words

To **capitalize** means to write the first letter of a word using an uppercase letter.

- Always capitalize the first word of a sentence.
- Capitalize **important words** in names of specific people, places, and things.
- Important words include all nouns, pronouns, verbs, adjectives, and adverbs.
- Unless they are the first word of a sentence or title, do not capitalize: *a, an, the, and, or, but, nor*, or short prepositions, such as *to, of, in, on*, and *at*.
- Capitalize first, last, and middle names of people, including their initials:

P.T. Barnum

Mary Ann Evans

- Use periods after a person's initials. *J.P. Morgan*
- Capitalize specific names of animals: *Lassie* *Shamu*
- Capitalize a person's title if it is used immediately before a person's name; otherwise it is lowercase.

Dr. Marian Lipinowski is a dermatologist.

An apple a day keeps the doctor away.

- Use a period after a title that is abbreviated.

Dr.

Mrs.

Capt.

Directions: Rewrite these words and phrases correctly.

1. king arthur

2. an English Queen

3. ann brown, president

4. smokey bear

5. judge lawson

6. jumbo, the elephant

7. sir arthur conan doyle

8. president and mrs lincoln

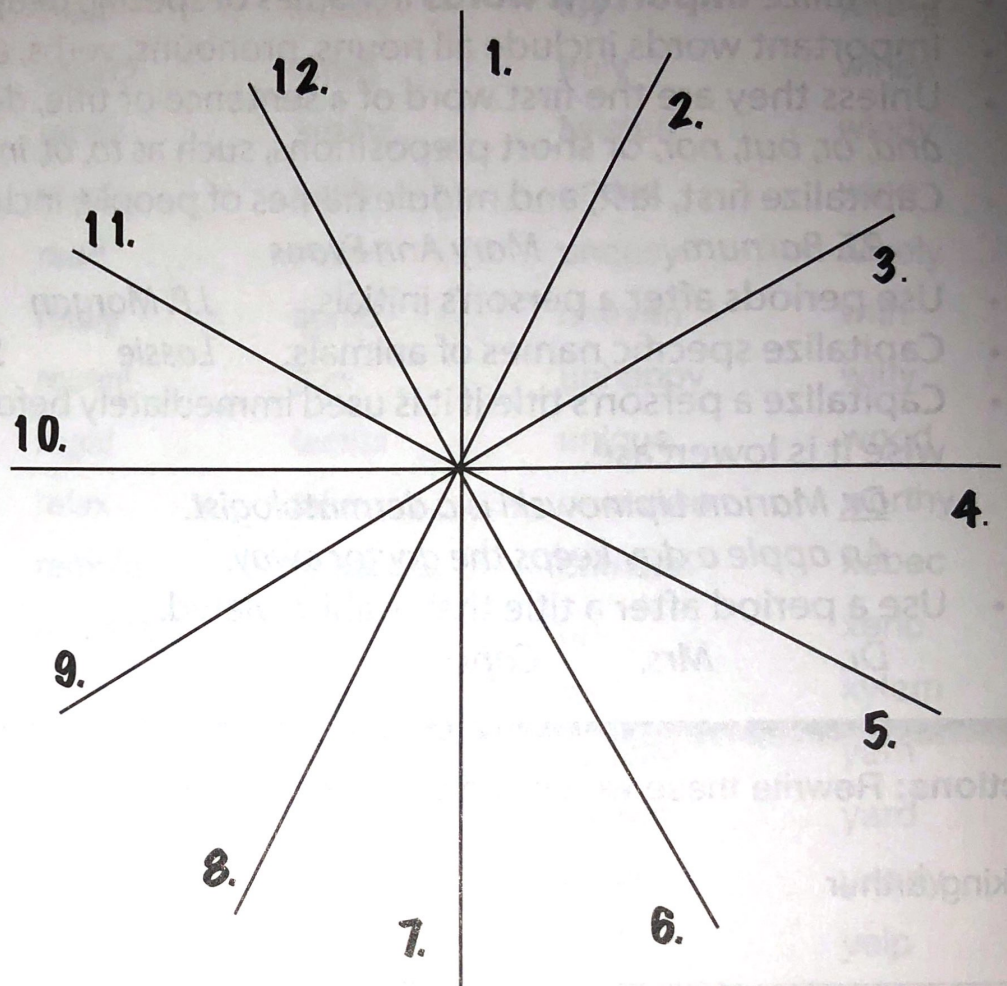
9. the majestic theater

10. mr jrr tolkien

Capitalizing Names

Directions: Fill in the blanks with names of people, animals, or characters as indicated.

1. a man
2. a woman
3. a doctor
4. a relative
5. a teacher
6. an author
7. an animal
8. an athlete
9. a friend
10. a cartoon character
11. another animal
12. yourself



Many dictionaries indicate words and phrases that should be capitalized. When in doubt, look it up.

Directions: Circle the words that should be capitalized. Add periods where needed.

13. Please join me in welcoming mayor sandra a cummins.
14. Have you met mr peter stone, our next circuit judge?
15. andrew q jorgenson is a professor at the university.
16. prof harlan golfed with dr watson and the governor, thomas j bradley.
17. Why did coach a j brown take the team out for pizza?
18. Have you seen the movie about seabiscuit the racehorse?
19. In the TV show "star trek: the next generation," mr data had a cat named spot.
20. Have you read any books about cinderella, sleeping beauty, or prince charming?



Starting Over

Two girls in Sri Lanka walk past the rubble that was once their school. It was destroyed in the tsunami (soo-NAH-mee), or series of huge waves, that hit South Asia in December of 2005.



AFP/Getty Images

The tsunami destroyed thousands of buildings, including homes, stores, and schools.



AFP/Getty Images

The tsunami destroyed thousands of buildings, including homes, stores, and schools.

Since then, temporary schools have been set up in buildings that are still standing and in tents. The girls, along with thousands of other students, can now return to school.

"The opening of these schools is a powerful sign for people that life can begin again," said Carol Bellamy, the director of UNICEF - a group that helps children in need. UNICEF and other groups have donated thousands of tents and school supplies to countries affected by the tsunami.

Overcoming Disaster

A tsunami is usually caused by an underwater earthquake or volcanic eruption. The recent tsunami smashed against the coasts of 12 countries in South Asia and East Africa. Tens of thousands of people were killed. Millions of others were left homeless.



Leigh Haeger

This map shows the countries in South Asia and East Africa where the tsunami hit. They are shown in yellow.

Since the disaster, the world has reached out to help people rebuild their lives. Officials predict that it could take up to 10 years to help the region recover from the tsunami.

Returning to school is helping students focus on rebuilding their lives. "When a school opens in a disaster zone, everyone feels a sense of hope," said Bellamy.

Think About It

What are some other ways that schools can rebuild?

Name: _____ Date: _____

1. According to the map, the earthquake epicenter was in

- A. Indonesia.
- B. Malaysia.
- C. Thailand.
- D. India.

2. One difference in life before and after the tsunami is

- A. before the tsunami all the buildings were destroyed.
- B. after the tsunami schools were permanently canceled.
- C. after the tsunami people everywhere helped rebuild Sri Lanka.
- D. before the tsunami there were no schools, stores or other buildings.

3. In the first sentence of the passage, "rubble" means

- A. flooded waters in a city or town.
- B. the remains of destroyed buildings.
- C. a new building or building structure.
- D. a playground or other recreational spot.

4. _____ some schools were using tents for classrooms.

- A. Before the tsunami
- B. After the tsunami
- C. Before and after the tsunami
- D. None of the above

5. Compare your school to a school in Sri Lanka. How is it different? How is it the same?

The Secret of Cell Phones

by R. Howard



Maria was very excited: her parents were finally going to buy her a cell phone. Most of her friends had already been given a cell phone and were able to talk all the time, even when they weren't in school. Their parents mostly got them for "emergencies." All of Maria's friends were very careful with their phones and didn't like to let other people (even Maria) play games or send text messages on their personal phones. Maria's parents relied on Maria's friends if they needed to get in touch with Maria and to make sure she got home all right after school if they were still at work.

Maria and her parents went to the electronics store one Saturday to pick out the phone. There were so many options to choose from: phones that flipped open, big chunky ones that looked very old, rectangular phones with touch screens, square phones with buttons, heavy phones

that had touch screens *and* buttons. Maria picked out one of the rectangular touch screen phones and immediately began to play with it, wondering at how it all worked, sliding her thumb from side to side to lock it.

When she got home, she immediately called her best friend Jennifer. "I got the phone!" she said. "What's your cell phone number?"

After inputting the number into the contacts list, Maria sent Jennifer a text message: "Look now we can text." It took a few moments for the message to go through. Once it did, and the two girls started talking via text message, Maria began to think about what was happening. How did the words that she typed into the keypad on her phone show up in the same exact way on Jennifer's phone? Jennifer lived almost five whole miles from Maria (they had counted the exact distance one summer). How did the words travel so far and so quickly?

Once Maria thought of these questions, so many others popped up in her head. For example, Maria's mom sent so many emails to Maria's grandmother, who lived in Florida. Mom attached pictures of Maria to most of the emails she sent to Grandma, since Maria didn't get to see Grandma very often. There was so much to think about with the pictures! First, how did the pictures get onto the computer from the camera in the first place? Second, how were the pictures able to be attached to the email? Lastly, how did each picture-with all the parts of Maria and whatever background Maria was standing in front of-go from the New York email to the Florida email? Maria knew all about using the different USB ports and clicking the right buttons to attach pictures, but now she wondered about how the data was actually sent from the camera to the computer to the email, and then from Mom's email to Grandma's email.

Maria decided to ask her parents about it later. It was all very confusing, especially when Maria thought back to the time period she was learning about in school, the late 1700s, when America was becoming the United States. For example, if the settlers had cell phones and computers and GPS, Paul Revere would not have needed to go horseback riding all over the colonies telling people that the British were coming. He could have just called someone in Boston to let him know what was going on.

Then Maria thought about making phone calls. When she was little, she and her cousins had made "telephones" out of empty tin cans and string. The vibrations of their voices had carried through the cans and onto the string so that the other person could hear the words from the other end of the line. But cell phones and telephones did not have any string attached to them -and you could call people hundreds of miles away and hear them perfectly. She called her cousins in Mexico all the time! How did they hear the words she said in New York if their phones weren't connected? Sometimes she had to leave voice messages for her cousins, if they weren't able to come to the phone. That was also a strange thing: how did the words she

said in one moment into a voice mailbox get saved until her cousins were ready to listen?

Maria knew that telephones and cell phones and computers were considered "high tech devices" that you had to buy in special stores. But how did they do what they did? How did they convert the words she said and the pictures her mom sent (Maria knew this stuff was called data) into the appropriate form that they were supposed to be in?

This was definitely something to ask her dad. In the meantime, Maria decided to send Jennifer a funny picture of herself and her dog Spotty.

Name: _____ Date: _____

1. What do Maria's parents buy her?

- A. a cell phone
- B. a computer
- C. a camera
- D. tin cans and string

2. What does the author describe in the story?

- A. how the main character uses text messaging on her cell phone to deal with an emergency at school
- B. how getting a cell phone changes the way the main character feels about her grandmother
- C. how one computer is able to send words and pictures to another computer far away
- D. how the main character gets a cell phone and then asks herself a series of questions

3. Maria has questions about how phones, email, and computers work.

What sentences from the passage support this statement?

- A. "Maria was very excited: her parents were finally going to buy her a cell phone. Most of her friends had already been given a cell phone and were able to talk all the time, even when they weren't in school."
- B. "Maria knew that telephones and cell phones and computers were considered 'high tech devices' that you had to buy in special stores. But how did they do what they did?"
- C. "Then Maria thought about making phone calls. When she was little, she and her cousins had made 'telephones' out of empty tin cans and string."
- D. "After inputting the number into the contacts list, Maria sent Jennifer a text message: 'Look now we can text.' It took a few moments for the message to go through."

4. What can be concluded about the string telephones Maria used when she was little and the phones without string she uses to call her cousins in Mexico?

- A. The string telephones and the phones Maria uses to call her cousins in Mexico work are made out of the same materials.
- B. Both the string telephones and the phones Maria uses to call her cousins in Mexico can be used to send text messages.
- C. The string telephones and the phones Maria uses to call her cousins in Mexico work for different reasons.
- D. Maria likes using string telephones more than she likes using the phones without string to call her cousins in Mexico.

5. What is this passage mainly about?

- A. a girl who asks herself questions about how phones, email, and computers work
- B. a girl who gets a cell phone and likes sending text messages more than calling people with it
- C. a computer that a family uses to send each other pictures because not all of them live in the same place
- D. a computer that could have helped Paul Revere warn colonists about the British if it been around in the 1700s

6. Read the following sentences: "Then Maria thought about making phone calls. When she was little, she and her cousins had made **'telephones'** out of empty tin cans and string."

Why does the author put the word **'telephones'** in quotation marks?

- A. to tell the reader that Maria is saying the word out loud to herself
- B. to let the reader know that the string telephones were not real telephones
- C. to convince the reader that telephones made out of tin cans and string are better than other telephones
- D. to show the reader how important the string telephones were to Maria as a child

7. Choose the answer that best completes the sentence below.

Maria asks questions about different "high tech devices," _____ cell phones and computers.

- A. such as
- B. finally
- C. instead
- D. in the end

8. What does Maria's mom often send to Maria's grandmother?

9. Name at least two different ways that Maria communicates with Jennifer in the story.

10. "The Secret of Cell Phones" describes various devices that Maria and her family use to communicate. Do Maria and her family need to use as many different devices as they do? Explain why or why not, using evidence from the passage.
